

The Voyager Academy Nursery

c/o Voyager Academy, Mountsteven Avenue, PETERBOROUGH, PE4 6HX

Inspection date

Previous inspection date

16/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given high priority. Relationships with the staff are warm and nurturing.
- Staff create an enabling environment where children have opportunities to play and explore. Consequently, children are developing good levels of independence and curiosity.
- Children's language development is given high priority. Staff continually talk to the children and engage them in a range of activities to develop and extend their vocabulary and help them to build sentences.
- Successful partnerships with parents result in an integrated approach to children's care, learning and development.

It is not yet outstanding because

- There is scope to enhance opportunities to promote babies' ongoing physical development by providing low-level equipment in the baby room so that babies can pull up to standing position, shuffle or walk.
- Opportunities to encourage older children to spontaneously count as they play or develop their understanding of number order, addition and subtraction when they play games are not always fully maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the nursery rooms and outdoor play areas.
- The inspector spoke to the nominated representative of the governing body, the manager, staff and children.
- The inspector looked at children's learning journey records, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents and discussed self-evaluation.

Inspector

Ann Austen

Full Report

Information about the setting

The Voyager Academy Nursery re-registered in 2012. It has been operating since 2007, but in 2012 management of the setting passed to Comberton Academy Trust. The nursery is on the Early Years Register and operates from a self-contained unit within grounds of The Voyager Academy in the Walton area of Peterborough. There is an enclosed outdoor play area and the nursery has use of the wider school grounds. The nursery serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. Of these, seven members of staff hold appropriate early years qualifications. The nursery opens Monday to Friday, during term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities to promote babies' physical development by providing low-level equipment to support them as they learn to stand, shuffle or walk
- maximise learning opportunities for children to count spontaneously during their play and develop their understanding of order, addition and subtraction during games, such as hopscotch, skittles and target games.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending the nursery and eagerly explore the resources and activities provided. They display the characteristics of effective learners and are developing the skills needed to help in the next steps in their learning, including school where appropriate. Staff observe and assess children as they play and use this information effectively to plan further challenging activities based on the children's next steps. They value the voice of the child and effectively develop their interests. For example, staff provide a range of activities following the children's fascination of a spider crawling along the nursery floor. Children create spiders web collages, sing rhymes, such as 'Incy wincy

spider', look at pictures of spiders on the interactive display board and go on a 'bug hunt' in the adjoining meadow. They hold magnify glasses to their eyes as they search for mini beasts in the mud and squeal with excitement when they find ants and other creatures. This effectively enhances children's understanding of the natural world.

Staff successfully develop children's language for communication through their ongoing discussions and interactions. They effectively respond to babies' sounds and babbling by copying their sounds in turn-taking conversations and toddlers are encouraged to use sounds in their play, such as, 'brmm' for a car. Older children communicate with growing confidence. They hold a conversation and use language to share their feelings, experiences and thoughts. Children who speak English as an additional language have good opportunities to learn English language. Staff use careful pronunciation of words and phrases and introduce English language in the context of the children's play. This is further developed through consistent routines, the introduction of new vocabulary and regular discussions with parents. Consequently, children are beginning to develop their vocabulary in English.

Staff work sensitively with each child and ask questions which build on their existing skills and knowledge. Friendships are appropriately fostered. For example, young children extend and elaborate play ideas together during role-play activities, such as making breakfast for one another. Children learn to follow instructions and patiently wait to take their turn during simple board games. Free access to a variety of pencils, crayons and chalks supports children's spontaneous mark making. Young children make marks as they paint and chalk on the paving stones in the outdoor area and older children are successfully developing their early writing and literacy skills. For example, they write their name on their container before they plant their cress seeds and are beginning to link sounds to letters by sounding out the letters in their names. Children look at books for enjoyment and enjoy listening to a story. Staff also ensure that the nursery environment is rich in text; for example, pictorial displays are clearly labelled. While children are beginning to develop their mathematical knowledge they are not always actively encouraged by all staff to count as they play. In addition, staff do not always effectively use games, such as skittles to develop children's understanding of order, addition and subtraction. As a result, opportunities to promote children's mathematical development are not always fully maximised.

Babies and younger children learn to differentiate between different colours and enjoy using their senses to explore a range of media. For example, they immerse their hands in the gloop and rice pudding, shake the rattles and feel the texture of the smooth wooden objects. Young children delight in singing their favourite songs, such as 'Leo the lion' and at the end of the song enthusiastically roar like a lion. Babies and young children access 'cause and effect' toys and older children use programmable toys and access a computer with a mouse and keyboard. This successfully supports children's early technology development. Babies are encouraged to kick, stretch and crawl over the soft play equipment. However, low-level equipment is not provided in the baby room to enable babies to pull up to a standing position to help fully promote their developing physical skills. Older children enjoy being physically active. They run in the meadow, manoeuvre wheeled toys and use their legs and bodies to rotate the revolving see-saw. Consequently, children are developing skills in coordination, control and movement.

Parents are valued as active contributors to their child's learning and development. The key person system supports effective links with parents and carers and helps the children make stronger emotional attachments to a member of staff. A range of informative information is gathered at the start of the placement about the children's achievements and development. Staff subsequently use this information to aid the settling-in and initial assessment process. Communication throughout the nursery is good. Parents know that they can access and view their child's progress file at any time and a daily communication book is used to share informative information about babies' care throughout the day. Parents are invited to regular consultation evenings to discuss their child's progress and are encouraged to post comments about children's achievements at home on the 'achievement tree'. They are encouraged to support their child's learning at home and have opportunities to borrow story sacks and books from the 'lending library box'.

The contribution of the early years provision to the well-being of children

All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given high priority. Consequently, children form attachments with all staff and display a sense of security as they confidently move around the identified play areas selecting the resources they want to play with. Children seek reassurance if required and naturally include the staff in their play and discussions. New children settle well because staff take time to find out about each child's individual needs, background and culture. All children have individual 'care plans' and as a result, staff are able to promote their individuality and meet their needs. This helps to ensure continuous and consistent care for the children and effectively aids transitions from the children's home into the nursery. Transitions between rooms are managed well; children are gradually introduced to their new room and to their key person and information about their care and learning is shared. Older children make successful transitions to other childcare provisions because staff provide information about the children's learning and development achievements during their time with them.

Children have access to a welcoming learning environment. For example, they are able to freely access resources for themselves and their photographs are displayed which supports their sense of belonging. Staff encourage children to develop the habits and behaviour appropriate to good learners, and to take account of their own needs, and those of others. They take time to listen and explain why certain behaviour is unacceptable and find out what may have gone wrong when children become upset. From a young age children are encouraged to share, take turns and be kind to one another. Children's confidence and self-esteem is raised because staff praise them for their achievements. They are taught to recognise dangers. For example, children learn how to use tools, such as the scissors and wood work equipment safely, and why it might be dangerous to go too high when climbing the tree in the meadow.

Staff promote children's healthy lifestyles which effectively contributes towards their continuing good health and well-being. For example, babies and young children are taken on walks and children have regular access to the outdoors for fresh air and exercise. Children's individual dietary needs are acknowledged and met because staff are fully

aware of any known allergies and preferences, and also take account of the wishes of parents. Babies are held when they receive their milk and young children are encouraged to use a spoon and fork. Snack and mealtimes are social occasions where children and staff sit together to enjoy their food and one another's company. Good manners are actively encouraged and children develop their independence as they clear away their own cutlery and utensils when they have finished their meal. In addition, staff encourage older children to fasten the buttons on their coats and to put on their shoes rather than doing the task for them. Children are learning about the importance of maintaining effective personal hygiene because the staff remind them to wash their hands before they eat and after using the toilet. This helps to prevent the spread of infection. Babies are provided with a comfortable area where they can sleep and rest and nappy changing areas are appropriate.

The effectiveness of the leadership and management of the early years provision

Management and staff work hard to provide a good range of experiences which reflect the needs, aptitudes and interests of the children and help them to make good progress towards the early learning goals. They demonstrate a commitment to the continual development of the whole provision. Systems are in place to monitor the overall quality of the provision, including the educational programmes. Management monitors staff performance, appraisals are completed and staff development is actively encouraged. For example, all staff have clear key objectives in order to enhance and build on their existing skills. In addition, self-evaluation is used to highlight strengths and areas to improve the quality of the provision; for example, management plans to further develop the outdoor play area.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements in order to create an environment that is welcoming and safe. They have developed a good range of written policies and procedures to support the effective management of the provision. For example, a behaviour management policy is in place and is effectively implemented. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, management obtains enhanced Disclosure and Barring Service checks; this ensures that all staff are checked before they have unsupervised access to children. Children's safety is given high priority. Regular risk assessment and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. As a result, children are able to move around safely and independently. The security of the premises prevents intruders entering the premises and children are closely escorted when walking to the meadow within the grounds of the academy. The identity of visitors is checked before admitting them to the nursery. An appropriate record of visitors is kept and the times of arrival and departure are recorded.

Good partnerships with parents ensure that children's care is consistent and their development is promoted. Parents comment positively about the quality of the service offered. They state that the children are 'very settled and comfortable', that the nursery is like 'a second home' and that 'staff are approachable and that any concerns or worries are

taken seriously'. Staff are alert to the early signs that some children may need additional support. They respond quickly and appropriately, involving other agencies as necessary. As a result, children with special educational needs and/or disabilities receive targeted support and make good progress in this fully inclusive nursery. Partnerships with other providers who deliver the Statutory Framework for the Early Years Foundation Stage have been effectively established. For example, information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY455104 |
| Local authority | Peterborough |
| Inspection number | 888566 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 33 |
| Number of children on roll | 33 |
| Name of provider | Comberton Academy Trust |
| Date of previous inspection | not applicable |
| Telephone number | 01733 383889 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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